

Modern Methods, Approaches and Pioneering Techniques in Teaching English for Engineering Undergraduates

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Abstract: *The focus of this article is upon enlightening the proficiency of English through the various methods and task-based activities. Internet plays a vital role in putting these methods into practice. It also explores various ways by which classroom activities can be used to involve students so that they can have opportunities to act as performers themselves. This article focuses on the best methods, approaches, styles, or practices for teaching and learning English. The article has highlighted the different methods, approaches and techniques to teach English. It has also focused on the meaning and use of the terms, methods, approaches and technique.*

Key words: *Methods, Approaches, Techniques, Task based activities and E-learning skills.*

1. INTRODUCTION:

Phonological skills do not function directly in knowledge acquisition and application for engineering students. However it is very vital for them to learn English language to survive in the competitive world. Existent skills expansion happens through the English as English has become the medium of instruction in engineering institutes. Teaching English to engineers is the most challenging task today. This article presents a way of teaching English in a practical way.

Present article compacts with the significance of teaching English to fulfill the ever-growing stresses of English. The methods and approaches approved or pursued by teachers in the earlier period to teach English language, the lacunae in their language teaching which is the foreign language for both teacher and students is discussed. Challenges before teachers in now-a -days English language teaching, are taken up in this study. The way in which students can put their learning into practice in day-to-day use to fulfill their realistic demands through useful communication skills away from each other acquiring domination over English language is highlighted.

2. METHOD:

It is a set of procedures: It explains how to teach a language. It specifies an order for language materials which in turn is based on the selected approach. All the methods involved principles like section, gradation, and repetition - etc. The practice of a method implies a systematic presentation of the teaching material based on the background of the student. Assumptions of teaching a language and the way a student learns a language.

APPROACH:

An approach deals with different theories concerning the nature of language, how language is learnt. It means what to teach. Any language is primary speech based and writing is secondary. Oral production would be first step in language teaching, teaching reading and writing would be secondary. The origin of the languages are habits, habits are established by repetitions. This paper can discuss different approaches like The Structural Approach, The Audio – Lingual Approach and The Communicative Approach.

TECHNIQUES:

Techniques is how a thing is done in the class. It is a classroom device or activity. The teachers should conform to the method under which it is to be used. For example: - Substitution tables are used in the Direct Method. Reading Techniques are used in West's New Method. Finally an approach can have any number of methods and adopts procedures. Similarly, a method can use any number techniques which exemplify the procedures of the method. Mostly tentative methods of teaching English for the Engineering students are as follows:-

2.1 DIRECT METHOD:

It is as well familiar as the spoken or usual method; make approximately the 1900s as a suitable to the conventional grammatical translation method. Therefore, there is lot of spoken communication; impulsive use of the language with the Inductive way of teaching .This method facilitates progressive vocabulary.

STRATEGIES:

- Direct method enhances fluency in speaking and pronunciation.
- Use of Audio-Visual aids creates enthusiasm among the students.
- It bridges the gap between active and passive knowledge.
- It is a Natural method which makes the student learn the language skills in a natural order.

2.2 HEURISTIC METHOD:

Heuristic teaching students to play a subjectivity, to promote student-centered and enable students to actively participate in educational activities, to active thinking and learning purposes. To implement Heuristic teaching effectively, it is necessary to make good use of visual inspiration teaching, teaching image, visual, lively and interesting. It is an important teaching principles and guidelines for the effective use of language. The use of heuristic teaching, to update the teaching ideas, respect for the dominant position of students to maximize student learning initiative, the "knowledge-based, core competency," this policy throughout the teaching the whole process. Of course, the use of heuristic teaching a variety of diverse ways, yet to be we continue to study, to explore, and continuously applied to teaching, to better serve the teaching service.

STRUCTURAL APPROACH: - During the Second World War the American Government needed personnel who had fluency in English and other languages like German and French. Linguists and linguists worked on the instructing of English as a foreign language under the directorship of Charles Fries, a structural linguist.

This approach builds the syllabus on the structures and grammatical items. A systematic attention is expected to be paid to pronunciation and drilling. The language is taught by intensive oral drills of the basic patterns. The structural approach aims at grammatical structures with effective meaningful situations. Language is views as a system of structurally related elements syllables, words and structures. Structures are graded on the basis of frequency, usefulness and teach ability.

AUDIO-LINGUAL APPROACH: - During the Second World War The Audio-Lingual Approach can be traced back to language teaching programmes in America. It focuses on the students' ability to increase the communicative skills. It centers primarily on the skills of listening and speaking. Language items provide students and opportunity to practice mimic, memories bits of language.

COMMUNICATIVE APPROACH: - By the mid 1960s, Chomsky criticized that the structural doctrines of language were incapable of accounting for the fundamental characteristics of the languages- the innovative and distinctiveness of the personal sentences. Hymes a social linguist, referred to as Communicative Competence."

TEACHING ACTIVITIES IN COMMUNICATIVE APPROACH:- The exercises are presented using the handbooks, cue card, activity card, pair communication or interaction activities. Students are given such exercises where they have to practice functions of language in order to bridge the information gaps.

The principle of information transfer implies the process of transferring information from one type to another like from the visual to a dialogue and vice versa. In the Communicative drills, students start chorus repetitions and move into individual response. The activities are planned to practice the use of simple present tense.

CONSTRUCTIVIST APPROACH: - In modern teaching techniques inclined to be cluster concentrated and query driven. Constructivist teaching methods squeeze subsets of substitute teaching styles, including modeling, coaching, and test preparation through rubrics scaffolding. All of these are intended to endorse student participation and necessitate a hybrid approach to teaching.

ANALYSIS OF CONSTRUCTIVIST APPROACH: - In the constructivist classroom students often work in groups to learn social skills & to support each other's learning. It fosters future Engineers to generate new ideas and concepts. Use of role plays in the classroom caters the student to know the real life situations.

E-LEARNING PRACTICES: - To teach communication skills, the authors have used the smart phones where the students are allowed to download certain apps like audio books which helps the listeners to improve their pronunciation, accentuation and intonation and they have also be given an opportunity to analyze and give the reviews. They are allowed to play the vocabulary games to enhance their vocabulary

By attempting the tests and worksheets available on various topics help them to improve their comprehension skills. The record option helps them to record their voice to observe corrections. Now –a- days smart phone technologies

revolutionize the student's learning. The internet facility in those phones helps the students to browse instructional material without wasting much of their time. It enhances the students' motivation through the effective use of the familiar technology. In the modern generation it is difficult to educate without the knowledge of Technology.

3. CONCLUSION:

Mostly engineering students are faced with demanding and severe employment procedure in which they have to demonstrate their courage with English communication skills so that they need proper training of language with effective and tentative teaching methods. And English becomes a genuine resource of communication and distributing among populace. Learning that is constrained to the four walls of a classroom cannot verify to be very effective. There is a need to attach classrooms to the world outside to realize the true potential of learning and make it effective.

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